

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Goodwin Academy				
Academic Year	2019-2020	Total PP budget	216K (18-19)	Date of most recent PP Review	N/a
Total number of pupils	775	Number of pupils eligible for PP	290	Date for next internal review of this strategy	Nov 19

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.99 (-0.53 shadow)	-0.68 (-0.45 shadow)
Attainment 8 score average	28.47	36.94

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Preparation for linear exams, including poor literacy skills using targeted RA data and focused revision and intervention
B.	Developing aspiration and engagement with education, thereby improving career choices
C.	Development of personal qualities that support learning across the curriculum including use of Goodwin Gateways and Thinking Tools to drive progress and achievement for learners
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance and engagement with education, with impact on attendance and FTEs.

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Students confidently able to meet literacy requirements of exams – improved attainment through targeted practice and attendance at intervention sessions	<ul style="list-style-type: none"> - Closing the gap between pp and non-pp - Students reaching a P8 of 0
B.	Students have high and realistic expectations of what they can achieve by engaging with education and taking advantage of opportunities offered	<ul style="list-style-type: none"> - Improved attendance - Reduce FTEs

		<ul style="list-style-type: none"> - Improved attendance to extra-curricular activities
C.	Students receive opportunities to develop resilience, self-awareness, reflection, risk-taking, communication skills and open-mindedness, via Goodwin Gateways and use of Thinking Tools across GA to drive forward more rapid progress rates.	<ul style="list-style-type: none"> - Termly review of behaviour points demonstrates a reduction - Data demonstrates an improvement in progress
D.	Improved attendance data and subsequent attainment	<ul style="list-style-type: none"> - Termly review of progress scores to show improvement

5. Planned expenditure

Academic year

2019-2020

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Targeted support for numeracy, literacy and study skills intervention for PP students with low RA, this includes:</p> <ul style="list-style-type: none"> - 1 to 1 and group sessions focusing on tier 2 and 3 language. - Implementing EFF guidance. - DEAR during tutor time across all key stages, using 'The Day' online literacy resource. - Planner Incorporating literacy and numeracy learning tools. - Key words (both tier 2 and 3) visible at all times in lessons, developing a word rich environment. - Literacy Subject Coordinators to disseminate literacy strategies for a consistent approach across all subjects. - 'Numeracy Ninja' implemented in tutor time. 	A	<p>Low reading age scores.</p> <p>Support students who have SEN/AEN and other issues that are a barrier to attending lessons.</p> <p>EFF guidance on low literacy levels are linked to continued cycles of economic poverty.</p>	Structured tutor time programme monitored by HOY & SLT.	DB / CLs/ SM/ HoY	<p>Termly review to assess engagement with resources and impact.</p> <p>Assessment data drops.</p>
Interventions – Holidays and Saturdays	A, B	Staff to deliver intervention during holidays and at weekends to support PP students in the run up to the exams.	Monitored by SLT.	ME/DB	Termly review to assess engagement with resources and impact.

Implementation of the BEST agenda and continued implementation of the Thinking Tools in lessons.	A, B, C, D	Allowing students a sense of achievement encourages them to raise their aspirations.	Learning walks and monitoring by SLT/CLs.	SLT/ CLs	Assessment data drops. Student voice feedback.
Teaching resources (inclusive of revision resources, photocopying, IT equipment & stationary)	A, B, C, D	Resources to aid learning & progress. The Science and Maths Faculties provided PP students with revision guides bought with PP funding, Progress 8 scores for both subjects demonstrated positive outcomes (0.12 science and -0.08 maths).	Monitored by SLT.	DB	Termly review to assess engagement with resources and impact.

Total budgeted cost

£60k

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Student support by CiC co-ordinator	D, B	Student need/good practice, student group upheld externally by VSK, and other external agencies. Data analysis for students, FTE, attainment and attendance.	Key Worker communication and implementation. Line management.	DB/HB	Fortnightly review against aims for CiC at GA.
Student support by School Counsellor	B, C, D	Increased levels of student needs.	Key Worker communication and implementation. Line management.	JP	Fortnightly review

Inclusion Provision Programme to include: <ul style="list-style-type: none"> - Alternative Curriculum (external unit - PRU) - Endeavour Centre (internal unit – behaviour) - Discovery (internal unit – SEMH) 	B, D	Students who are not able to cope with mainstream education gain a core education.	Regular review with centre staff.	JP	Termly review to assess engagement with resources and impact. Assessment data drops to demonstrate improving outcomes term on term.
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Total budgeted cost £122K

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Library Development	A, B	To allow all to be able to access books and to provide a safe space for students to work and research.	New books and library system in place.	DB/SM	Termly audit of events. Student voice feedback.
Culture Vulture programme, encouraging students to engage with 11 cultural activities by year 11.	B, C, D	Research by the Cultural Learning Alliance demonstrates that students who have an opportunity to engage with wider social experiences grow in confidence and aspirations.	QA of activities. Student voice feedback.	CHW/DB	Termly audit of events. Student voice feedback.
Support for Extra Curricular Programme e.g. music lessons, Duke of Edinburgh Award	B,C,D	Engaging students with a wider curriculum beyond the classroom is attributed to better engagement in school and higher aspirations. Students develop a stronger foundation for further progress, instilling confidence in students that they may lack in the classroom.	Attendance monitoring of clubs/ lessons/ activities.	DB	Termly audit of events. Student voice feedback.

Educational Trips	B, C, D	Trips including visits to Parliament, galleries and Pfizers, allowing students to gain experiences that they would otherwise not be involved in.	QA of activities. Student voice feedback.	DB	Termly audit of events. Student voice feedback.
Support for travel/lunch/uniform costs	D	Students were able to attend school and improve attendance.	Monitoring of attendance, lunch and uniform.	JP	Termly audit of events. Student voice feedback.
Total budgeted cost					£34K

6. Review of expenditure			
Previous Academic Year		2019 - 2020	
i. Quality of teaching for all			
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). Actual impact	Lessons learned (and whether you will continue with this approach)
<p>Targeted support for numeracy, literacy and study skills intervention for DISADVANTAGED students with low RA, this includes:</p> <ul style="list-style-type: none"> - 1 to 1 and group sessions focusing on tier 2 and 3 language. - Implementing EFF guidance. - DEAR during tutor time across all key stages, using 'The Day' online literacy resource. - Planner Incorporating literacy and numeracy learning tools. - Key words (both tier 2 and 3) visible at all times in lessons, developing a word rich environment. - Literacy Subject Coordinators to disseminate literacy strategies for a consistent approach across all subjects. - 'Numeracy Ninja' implemented in tutor time. 	A	<p>Identify those with low literacy levels</p> <p>Enable staff to prepare resources that are accessible to students and allow all to access learning.</p> <p>Support students who have SEN/AEN and other issues that are a barrier to attending lessons.</p> <p>EFF guidance on low literacy levels are linked to continued cycles of economic poverty, help break this cycle.</p> <p>Numeracy Ninja to allow all to feel a sense of achievement and tracked. Literacy Leads sharing strategies and implementing in planning. Individual case studies/whole data SOW.</p> <p>321 learning walks were completed last academic year, all staff have been quality assured in judgements. The results of the learning walks were:</p> <ul style="list-style-type: none"> o 84% of learning walks showed good+ behaviour and attitudes o 79% good+ pace o 83% good+ challenge o 88% of lessons had effective literacy strategies 	<p>Numeracy Ninja served a purpose and demonstrated low stake assessments can support progress. We will not continue with Numeracy Ninja but will have a new, bespoke programme in place, this is being developed by the new Second in Faculty for Mathematics.</p> <p>Time for literacy leads to meet should be calendared to allow for regular meeting to take place.</p> <p>Staff need further CPD on how to deliver and support affective literacy education that is both applicable to their subject as well as cross curricular.</p>

<p>Interventions – Holidays and Saturdays</p> <p>Implementation of the BEST agenda and continued implementation of the Thinking Tools in lessons.</p> <p>Teaching resources (inclusive of revision resources, photocopying, IT equipment & stationary)</p>	<p>A, B</p> <p>A, B, C,D</p> <p>A,B,C,D</p>	<p>Even though the exams were cancelled due to Covid, laptops were provided by the school to those students who did not have access to IT at home. These were not part of the government scheme. 16 Laptops were awarded.</p> <p>For 2018-19 in end of year assessments, Year 7, 8 & 9 SEN and PP are above expected levels and in Years 7 & 8 PP are out performing Non PP .</p> <p>PP students have access to a full range of subjects at KS3 and KS4, 2019 results for Ever 6 students are broadly in line with non-ever 6. The 2020 CAGs for PP progress was -0.48, an improvement of nearly half a grade on 2019 results.</p> <p>Students who were struggling to the access online learning for other reasons than IT issues, staff provided differentiated work packs.</p> <p>RM is leading on Thinking Accreditation. BEST agenda displays around the school, BEST shop launched and BEST rewards utilised.</p> <p>Resources to aid learning & progress. The Science and Maths Faculties provided disadvantaged students with revision guides bought with disadvantaged funding, Progress 8 scores for both subjects demonstrated positive outcomes (0.12 science and - 0.08 maths).</p>	<p>Due to Covid shut down interventions could not take place as they would normally. With the current situation we may need to consider how we could offer online interventions if we experience another shut down.</p> <p>IT survey to take place to identify students who do not have access to suitable IT at home.</p> <p>BEST rewards promoted further and better communication with home via the parent app. Student voice to inform student views on rewards</p> <p>Students need to utilise the resources provided to them and so teachers need to set work based around the revision packs provided. Work with other schools in the trust to ensure shared resources are produced rather than purchasing off the shelf material that may not best suit our students.</p>
<p>ii. Targeted support</p>			
<p>Action</p>	<p>Intended outcome</p>	<p>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for disadvantaged , if appropriate).</p>	<p>Lessons learned (and whether you will continue with this approach)</p>

Student support by CiC co-ordinator	D, B	Students are confident that they have a designated person. Improved attendance and reduction in FTEs. Positive relationships with home and outside agencies, 9 students with differing needs supported.	DB (Assistant Principal) has now taken on the role of CiC coordinator, this allows a better informed and inclusive approach in supporting CiC students.
Student support by School Counsellor	B, C, D	In school support, especially this year with what took place, allowed students to process difficulties and remain in school. During Covid contact and support was maintained. 35 disadvantaged students engage long term with the provision.	This will continue as there is a growing need, especially post Covid to support and promote SMEH.
<p>Inclusion Provision Programme to include:</p> <ul style="list-style-type: none"> - Alternative Curriculum (external unit - PRU) - Endeavour Centre (internal unit – behaviour) - Discovery (internal unit – SEMH) 	B,D	<p>Two of the students who attended the PRU have now been provided with an EHCP that recommends specialist provision, demonstrating that additional intervention was required for these students.</p> <p>Students who are not able to cope with mainstream education gain a core education. 3 Students who are PP currently attend the provision.</p>	<p>Due to cost of the PRU provision we must ensure that students who demonstrate needs beyond the provision of our school are identified and the necessary support sought sooner in conjunction with home.</p> <p>Restructure of the Wellbeing team means that rather than having one room, each year group will have access to SEMH support in the designated year group offices.</p>
iii. Other approaches			
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for DISADVANTAGED , if appropriate).	Lessons learned (and whether you will continue with this approach)

<p>Library provision</p> <p>Culture Vultures</p> <p>Extra-Curricular programme development/trips/D of E</p> <p>Uniform/lunch/travel/trip support</p> <p>Disney PA trip</p> <p>French Residential trip</p>	<p>B, C, D</p>	<p>Students accessed the library for lessons and homework club.</p> <p>Arts Café was relaunched and was well attended. Kid blog was launched and accessed by year 7s especially well during Covid. Both demonstrated a willingness in students to perform and be creative.</p> <p>Students were not singled out for not being able to afford to participate, did not go hungry or look different due to lack of correct uniform.</p> <p>On average 25% of students accessing the Arts Café were PP. 50 Students were supported with uniform needs. 6 students were supported in covering the cost of the PA trip to Disney Paris, where students took part in performances with professional dancers.</p> <p>3 students were supported in covering the cost for the French Residential trip.</p>	<p>We need to train students up to become student librarians to enable the effective running of the library. Student voice to find out which books would best serve the student body. We will continue on developing this provision.</p> <p>We are going to continue to develop the Culture Vultures and tie it in with the promotion and relaunch of the House System to students are encouraged to engage and build a sense of community, which is a need.</p> <p>We will allocate a specific amount for each student to support them with purchasing uniform but this will be tracked to ensure that there is no overspend, also it will be on a needs basis and in discussion with home.</p>
<p>iv. Other unplanned costs</p>			

<p>7. Additional detail</p>